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ABSTRACT

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--the Basque country of northern Spain. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Basque or Euskara. In addition to three provinces in southwestern France, it is spoken in four Spanish provinces--Alava, Biscay, Guipuzcoa, and Navarre, collectively known as the southern or peninsular Basque country. It is a language completely surrounded by Indo-European languages and yet is totally different--a fact that has interested researchers for centuries. (Contains 34 references.) (KFT)

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The Basque language in education in Spain

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* numerically small language communities

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Foreword

background

For several years now, Mercator-Education has attempted to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages that are traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State's population and which differ from the official language of that State.[1] To date, Mercator-Education has been successful in establishing a computerized data bank containing bibliographic data, information about people and organizations involved with minority language issues, and data collected during four inventory studies on pre-school education (Goot, Renkema & Staged, 1994), primary education (Sikma & Gorter, 1991), learning materials (Tjeerdsma & Sikma, 1994) and teacher training (Dekkers, 1995). In addition there is a need for documents stating in brief the most essential features of the educational system of regions with an autochthonous lesser used language. With the establishment of regional dossiers it is intended to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Union. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures, and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

target group

Policy makers, researchers, teachers, students and journalists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards further research (further reading and addresses are

included) or as a source of ideas for improving educational provisions in their own region.

link with EURYDICE

In order to link these regional descriptions with descriptions of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network. EURYDICE provides information on the administration and structure of all levels of education in Member States of the European Union.[2] The information provided in the regional dossiers is focussed on language use at the various levels of education.

contents

The remainder of this dossier consists firstly of an introduction to the region under study, followed by six sections each dealing with a specific level of the educational system. These brief descriptions contain factual information presented in a readily accessible way. For detailed information and political discussion about language use at the various levels of education, the reader is referred to other sources. In the last sections the main fields of research and the expected developments in education are highlighted.

1 Introduction to this issue

language

Basque, or *Euskara*, is a non-Indo-European isolate language. Numerous theories have arisen to account for its ancestry, but none has proved satisfactory. The area where Basque has traditionally been spoken is called *Euskal Herria*, the Basque Country. This name is now applied to an area comprising seven historical provinces: four in Spain (Araba/Álava, Bizkaia/Vizcaya (in English, Biscay), Gipuzkoa/Guipúzcoa and Nafarroa/Navarra (in English, Navarre) sometimes collectively called *Hegoalde*, the southern Basque Country, and three in France (Lapurdi/Labourd, Nafarroa Beherea/Basse Navarre and Zuberoa/Soule), collectively *Iparralde*, the North Basque Country. This dossier will discuss the situation in the southern or peninsular Basque

Country. *Hegoalde* occupies about 17,800km^2 in northern Spain in the Bay of Biscay. A separate regional dossier of Mercator (1997) discusses the situation of Basque in education in the French or continental part of the Basque Country.

Since the 60's a new widely, though not fully, accepted written standard known as *batua* has spread rapidly. The standard is being developed by the Academy of the Basque Language; much terminological work has also been done, particularly by *UZEI*, a centre for terminological development.

population

The total population of the Spanish Basque Country was 2.623.318[1] in 1991. About a quarter of the population (about 600.000) claims to be competent in Basque speech, in addition to Spanish. That proportion is now gradually rising, a change which is due both to increasing levels of intergenerational transmission within the family and to the spread of Basque as a second language among Spaniards from monolingual Spanish families. Language examinations[2], however, suggest that full written competence is much more modest.

legislation

After centuries of neglect and often outright repression, the Spanish state adopted a more positive stance on its minority languages in the 1978 constitution. This establishes Spanish as the official language of the state, but permits the Autonomous Communities or regions of Spain to make other local languages co-official. Basque has been made co-official throughout the Basque Autonomous Community (BAC, made up of the provinces of Araba, Biscay and Gipuzkoa) and in part of Navarre, a separate region. Both regions have subsequently passed language laws to spell out the effects of co-officiality of Basque; they contain major stipulations on the availability of the Basque language as both subject and medium in the educational system. Spain has signed the European Charter and is expected to ratify it, but it seems unlikely that this will bring greater support to the language.

education system

The Spanish parliament has established the basic coordinates of the education system through the *LOGSE* law. According to this law, school attendance is compulsory and free of charge from 6 to 16; basic objectives of the Spanish education system include full development of the student's personality, learning respect for fundamental rights and freedoms, the acquisition of intellectual habits and respect for the linguistic and cultural plurality of Spain. University education is the object of a separate law. Universities in the Basque Country, as in the rest of Spain, are largely self-governing, though the public ones are dependent on the two regional governments for finance. There is also a flourishing modern language provision for adults, including both major international languages and Basque.

Whether the education laws are applied in a particular region by central state authorities or by the regional authorities depends on the distribution of powers in education, which varies from region to region. In both the BAC (from 1981) and Navarre (since 1990) broad powers have been devolved on the regional authorities. Where the regions with the power to do so have not developed specific local educational regulations, state-wide regulations are applied.

public and private

Schools in the peninsular Basque Country are either state or private. Each account for approximately half of the total number of pupils in the BAC; in Navarre a little over 60% of students attend state schools. Private sector schools, largely state financed at least in the age range of compulsory schooling, are frequently owned by Roman Catholic organisations. Until 1993 there was a third *ikastola* school sector in the BAC: this will be discussed separately.

ikastola schools

The Spanish Civil War (1936-39) brought previous educational experiments in Basque subject and medium teaching to an abrupt end. It was not until the sixties that the first clandestine attempts by parents to ensure a

Basque language education for their children got under way again. These new, initially very modest institutions were known as *ikastola* schools. Most eventually adopted cooperative status, but a few were established and owned by town or provincial councils. They grew gradually, coming to constitute about 10% of the primary system in the BAC by the time of Franco's death in 1975. The establishment of regional governments led to a considerable increase in the public funds made available for minority language schooling throughout Spain. From then on the *ikastola* sector constituted a clearly defined separate school network in the BAC, private in ownership but better financed than other private schools. This was regarded as an anomalous situation and in 1993 the private *ikastola* schools were forced to opt either to join the state system or to operate on the same criteria as other private schools. On the whole, smaller, weaker schools joined the state system, while larger, financially viable ones joined the private sector. Many of this latter group continue to belong to the *ikastola* coordinating body. Such schools retain the name of *ikastola* and often have a Basque-er atmosphere than ordinary private schools, but are legally simply private schools.

There are *ikastola* schools (16 in the year 2000) in Navarre too, where they are treated on a par with private schools, if they have been officially recognised. A number of *ikastola* schools in the southern part of Navarre have not achieved such recognition and as a result do not have access to regional government funding.

falling rolls

The birth-rate[3] has fallen tremendously in the peninsular Basque Country over the past quarter of a century: in 1976 there were 49,763 births; in 1997 births were down to 21,293. The consequent fall in rolls has thus come much later and sharper than in most of Western Europe. This has had numerous consequences in the education system, especially in the BAC as the fall there has been more dramatic than in Navarre: schools compete for pupils to ensure survival, leading to an increase in the

services offered (an early start in English is popular with parents); schools and teacher training colleges have closed; few new teachers can expect to attain tenure, while the average age of staff members rises steadily; the number of students per class has dropped noticeably, while the number of teachers per class group has risen. Public interest in the Basquisation of the school system, a politically vexed topic, has masked the profound transformation being wrought by the response of the system to falling rolls.

bilingual teaching models

Any discussion of Basque in primary and secondary schooling in Spain has to deal with the so-called bilingual teaching models, all based on regional government laws. Each class group in each school is assigned one or other of these models which determine the use of the two official languages for teaching purposes:

Definition of model	Name in the BAC	Name in Navarre
Spanish as teaching medium; Basque as a subject	Model A	Model A
Basque as teaching medium; Spanish as a subject	Model D	Model D
Both Spanish and Basque as subject and medium	Model B (approximately half and half)	Model B (Basque predominant; volume of students negligible)
Spanish as teaching medium; no presence of Basque	Model X (not official, marginally present)	Model G (numerically dominant)

Table 1: names and definitions of bilingual teaching models

The distribution of children in these models depends on the two regional governments making them available and on parental choice. The percentages in each vary by age, geographical location, level of schooling and whether the school is in the public or private sector. A single school may contain streams of different models. The tendency is towards relative growth in models B and D in the BAC and, in Navarre, A and D, whilst other models are decreasing in both relative and absolute terms. As the percentages of

students in the initial levels of the Basque-er models (B and D) grow year after year, it seems likely that the relative weight of Basque within the education system in the BAC and Navarre will continue to increase for the time being. The Basquisation process has been much more intense in the BAC than in Navarre, reflecting the differential position of the Basque-speaking minorities in the two regions.

administration

There are four basic administrative levels in Spain: state, region, province and local council (exceptionally, as in Navarre, region and province coincide). The division of responsibilities in education varies somewhat from region to region: the BAC for example has held more powers longer than Navarre. The present division of responsibilities in these two regions is as follows: the state government continues to define the basic parameters of the education system (design of system, duration and segmentation of compulsory education, basic subject options, most of the curriculum including minimum teaching of Spanish, basic rights of state school teachers, convalidation of studies abroad); the regional governments are responsible for language policy, construction of buildings, hiring state school teachers, paying them and organising in-service training, private sector funding, rest of curriculum, control of materials used in schools... Provincial councils have virtually no educational responsibilities, while local councils are usually involved in maintenance, sometimes in educational provision (e.g. for under threes, early drop-outs) and often in the organisation of extra-curricular activities.

inspection

The state maintains a high inspectorate in both the BAC and Navarre, which provides Madrid with basic information on the evolution of the regional education systems. Basic inspection work is carried out by regional government inspectors, usually appointed by subject and educational level. They are responsible for correct implementation of the general regulations and for advising teachers on pedagogical matters. Some have an adequate command of Basque for their task.

support structure

The BAC has a well developed system of teacher support centres (22 centres covering all three provinces in 1999). Each centre contains experts by curriculum subject or group of subjects. One person in each centre is responsible for coordinating language planning within those schools (308 in 1999) that have expressed an interest in working towards increasing the Basqueness of the school ambience. These schools each have a teacher on partial release from teaching duties responsible for the execution of the language plan. A specific departmental unit (the Basque Service) oversees Basquisation activities in general. This means teacher in-service language training and certification, authorisation and subsidy of Basque language teaching/learning materials and coordination of Basquisation plans mentioned above. The organisation of numerous activities open to all schools also falls under the Basque service. The centre gives subsidies for drama, choirs and traditional improvised sung verse; short stay residential centres for class groups to work intensively on their Basque in a less academic atmosphere; poetry and essay contests to promote excellence.

There are five teacher support centres in Navarre. The Basque Service of the Department of Education and Culture performs similar functions to those of the administrative unit of the same name in the BAC on a more modest scale. In particular, it organises a number of courses to improve teachers' language and language teaching skills.

teaching/ learning materials

The BAC Department of Education has established the *EIMA* programme -*Euskal Ikasmaterialgintza*- for primary and secondary schools, whereby the department subsidises the publication of school materials (printed, audio, audio-visual, computer programmes and CD-rom), so as to ensure that parents choosing Basque as a medium for the education of their offspring do not have to spend more on learning materials as a result of the smaller market. School materials subsidised in 1999 include 205 books, 81 videos, 11 audio tapes, 20 software programmes and 6 CD-roms. 59 grants were also made to teachers preparing materials. Catalogues of available material are updated regularly. To promote

quality, the department makes awards annually to the best materials chosen by an independent tribunal. Most materials are in *batua*, though the department also subsidises materials in standard Biscayan dialect.

educational administration

Under the Basquisation plans for the administration of the BAC, some effort has been expended in ensuring that at least some of the civil servants working in educational administration are able to deal with schools wishing to communicate in Basque with the administration. Provision is however somewhat haphazard. Spanish is the dominant language of the Department of Education of the BAC, but more Basque is used there than in any other government department. In Navarre too a number of civil servants are capable of providing services through the medium of Basque.

2 Pre-school education

target group

Pre-school education is defined as covering the period from 0 to 6 years of age. Practically all children in *Hegoalde* commence pre-school by the age of 3, with some beginning a year earlier, often in buildings attached to a primary school. This type of education almost invariably takes place within the school system. Under threes are catered for by family, by nurseries which are mostly privately owned or by child-minders hired by individual families.

legislation

Pre-school education is designed to contribute to the physical, intellectual, emotional, social and moral development of pupils; close cooperation with parents is stressed (see chapter I of the *LOGSE* law).

language use

All models mentioned above are available from ages 3 to 6, though not necessarily in all areas. As there are no subject areas at this age it is impossible to say how much time is spent on developing language skills.

statistics

In the BAC this group has the highest percentages of model B and D students of all academic levels: less than 13% of

enrolments for the year 1999-2000 were in models A and X, suggesting that the transformation of the BAC educational system, insofar as language is concerned, is not yet complete. For pupil totals see the following section.

3 Primary education

target group

Primary education lasts from six to twelve years of age.

legislation

The objective at this level is to facilitate the acquisition of basic cultural elements, receptive and productive oral and written skills, arithmetic and an increasing autonomy of action (see chapter II of the *LOGSE* law).

language use

All models mentioned above are available, though not necessarily in all areas. Basque is taught as a subject between 245 and 280 hours per school year, or three and a half to four hours per week.

statistics

Of the 200,892 pupils in pre-school and primary education in the peninsular Basque Country 42,152 were in model A, 45,457 in B (BAC), 89,878 in D (and Navarre B) and 23,405 in G or X.

Language model	pupils	pupils %
A	42.152	21
B	45.457	23
D (Navarre B)	89.878	45
G or X	23.405	11
total	200.892	

Table 2: pre-school and primary students by language model

4 General Secondary Education

structure

Compulsory secondary education begins at age 12 and ends at age 16. Post-compulsory university oriented secondary education begins at age 16 and lasts for two years. In spite of some Technical and Vocational Secondary Education options offering ever improving possibilities of employment, this more academic option, usually leading to university studies, is preferred by many parents.

legislation

In addition to transmitting the basic elements of culture to students, the aim of compulsory secondary education is to prepare them to take on responsibilities and exercise their rights, as well as to train them for the labour market or further study. Post compulsory secondary education has as its goal the human and intellectual maturity of its students, as well as providing them with the knowledge and skills necessary to function competently and responsibly in society (see chapter III of the *LOGSE* law).

language use

In the BAC all three official models are offered to students undergoing compulsory secondary education. However, model B is not available in post compulsory secondary education in the belief that students schooled in that model lower down the system should be able to cope with all subjects through the medium of Basque, should they wish. Basque is taught as a subject for three and a half hours a week in compulsory secondary education and for half an hour less at the post compulsory stage.

statistics

Here is the distribution of students by language model and type of secondary education:

language model	compulsory	%	post-compulsory	%
A	35.339	32	27.697	53
B (BAC)	20.501	19	626	1
D (+B Navarra)	35.968	33	16.525	32
X+G	16.515	15	7.558	14
Total	108.323		52.406	

Table 3: secondary students by language model

5 Secondary Technical and Vocational education

structure

There are basically two types of vocational training: a lower cycle starting at age 13, leading in principle to the labour market or secondary academic education and a higher cycle, requiring previous completion of general secondary education and leading to the labour market or university.

legislation

The object here is to facilitate the entry of young people into the labour market and to respond to the requirements of the system of production (see chapter IV of the *LOGSE* law).

language use

Very little progress has been made in offering the Basque-er models in this sector. Whilst the substantial number of options available to students makes it difficult to establish groups which will study in Basque and the market for learning materials is often not commercially viable, in some subject areas at least there seems to be both a demand and a sufficient number of Basque speaking teachers. Basque is not usually taught as a subject.

statistics

In the BAC model D accounts for around 5% of students and in Navarre for about 1.5%. The rest are mainly in models G and X, though BAC statistics often count them as model A students. According to official statistics, of the 39,424 students undergoing vocational training, 28,792

were in model A, 276 in B (BAC), 2,298 in D and 8,058 in G or X.

Language model	pupils	pupils %
A	28.792	73
B (BAC)	276	0,7
D	2.298	5.8
G or X	8.058	20,5
total	39.424	100

Table 4: Students in secondary technical and vocational education by language model

6 Higher education

structure

There are five universities based in the southern Basque Country: two public (the University of the Basque Country (*EHU/UPV*) in the BAC and the Public University of Navarre (*UPNA*) in Navarre) and three private (the Jesuit University of Deustu, the *Opus Dei* University of Navarre and the new, small cooperative-owned University of Mondragón). With over 60,000 students the *EHU/UPV* is far and away the largest. The Madrid based distance-learning *UNED* also operates several centres within the area. Universities offer diploma courses (three years), degree courses (traditionally five years' duration) and postgraduate courses.

Before any of these universities offered courses in Basque, a group of language loyalists set up *UEU*, a summer school functioning entirely in Basque, which has at times acted as a catalyst for subsequent activities in the universities and which continues to offer university level short courses in Basque.

legislation

Spanish law (*LRU*), taking its cue from the constitution, establishes that universities are self-governing bodies. This was further developed in the BAC by the *LOU* law. This states that one of the functions of the university in the BAC

is the promotion of knowledge, particularly of the Basque culture and language.

language use

Basque Philology, a degree including both literature and linguistics, can be studied at the *EHU/UPV* and Deustu. A degree in Basque studies is available at the *Opus Dei* university.

The degree of presence of Basque in other degrees varies considerably. In the Jesuit and *Opus Dei* universities the presence of Basque is limited. In the *UPNA* a move is afoot to restrict the presence of Basque to optional subjects: present demand is not being met. At Mondragón University Basque is dominant in Arts subjects, but not in Science. Greatest effort has been made in the *EHU/UPV*, where over 50% of compulsory subjects within degree courses are now available in Basque as well as Spanish. The percentage is expected to continue to rise, as students pressure for further expansion of Basque medium teaching.

teaching/ learning materials

The *EHU/UPV* provides funds for the publication in Basque of some original university level textbooks and some translations each year.

statistics

The number of bilingual teachers (Spanish-Basque) in the *EHU/UPV* in the 1997/98 academic year was 765. Over 20% of the students at that university study part of their degree course in Basque. Absolute numbers at other universities are much more modest.

teacher training

Teacher training through the medium of Basque has been available since the late seventies.

primary teaching

Candidates to be primary school teachers must have completed two years of post compulsory secondary education. The teachers (who are also permitted to teach in the first two years of compulsory secondary schooling) undergo a three year course, including teaching practice in schools, leading to a diploma in one or other of the teacher

training colleges. These studies may be carried out throughout Spain in Spanish or, in Basque, in a number of colleges within the BAC (3 state, 2 private) and Navarre (1 state). Teachers who complete their initial training in Basque are in most cases awarded the *EGA* certificate -*Euskararen Gaitasun Agiria*- of language competence without further examination by the corresponding department of education. Primary teachers who have trained in Spanish, however, have to sit the *EGA* examination or equivalent. They are then entitled to teach Basque or in Basque in both state and private schools, in the subject area they have prepared for (Preschool, Physical Education, Natural Sciences, Social Sciences, Basque language).

secondary teaching

Secondary school teachers normally have to obtain a university degree in their specialist subject and can subsequently undergo a 350 hour course of postgraduate teacher training, known as *IEI/CAP -Irakaslanerako Egokitze Ikastaroa/Certificado de Aptitud Pedagógica*- provided by university institutes, though this system is at present being reformed in the BAC. The core subjects of the *CAP* are available in Basque and Spanish. In all cases teachers have to sit the *EGA* examination or recognised equivalent in order to teach Basque or in Basque.

university teaching

University teachers at the University of the Basque Country wishing to teach in Basque are required to pass a specific university examination in the Basque language to prove ability to teach in the language.

in-service training

Over the years increasing reliance has been placed on in-service language training. The Basque Service of the Department of Education in the BAC runs a programme by the name of *IRALE -Irakasleen Alfabetatze Euskalduntzea-* for teacher literacy in Basque (in the case of native speakers) and language training for non-speakers. Teachers in the public sector starting from scratch are entitled to up to three years' full-time release on full pay to learn Basque, private sector teachers rather less. The department pays

students' fees at state and private language schools. At the higher levels, leading to *EGA* or equivalent, the department has four language schools of its own. Over a thousand teachers are studying in this way at any one time. In addition, the Department also pays, in whole or in part, the enrolment fees of teachers learning Basque in their spare time. There seem to be few more willing candidates for this programme, however, and it seems likely that *IRALE* will tend to increase its offer of three month full-time refresher courses to teachers already working in Basque. By early 1998 over 13,000 (56%) of all primary and secondary teachers in the BAC had been certified to teach in Basque. Percentages are on the whole higher amongst the various categories of supply teachers. The Department of Education and Culture of the Government of Navarre runs a very similar service, but the number of teachers involved is much smaller. It owns a single language school. The University of the Basque Country also runs an in-service training programme.
One of the weaknesses of Basque in education in Spain is precisely its considerable degree of dependence on non-native speakers, who have not always attained or maintained the required level of competence.

Apart from the language courses, the Department of Education of the BAC also offers a very modest amount of in-service training in other subjects through the medium of Basque. However, the vast majority of such courses are carried out in Spanish.

7 Adult education

Native speakers who have not been schooled in Basque and who wish to develop their literacy skills in the language, as well as second language learners, can attend one or other of the Department of Education official language schools or one of the *euskaltegi* language schools in the area. Second language learners now constitute the bulk of the students. In the BAC both town council and private *euskaltegi* schools are subsidised by *HABE*, the Department of Culture

organisation responsible for overseeing such schools. It establishes the curriculum, promotes professionalisation of teachers through courses and translations of relevant books, establishes standards and carries out inspections, produces learning materials, publishes a magazine for learners and another for teachers. Some of the larger private school bodies have also carried out some of these activities. Courses may be residential, particularly in the summer months. In Navarre, language schools are the responsibility of the Basque Service of the Department of Education and Culture. In both the BAC and Navarre one school is specifically directed at civil servants.

The Basque language can also be studied in Madrid at the Central Official School of Languages and in Barcelona. It is occasionally offered elsewhere outside the Basque Country, even outside Spain, particularly in North and South America, where there are considerable numbers of residents of Basque origin.

certification

Adults completing the course of studies usually sit the *EGA* examination or equivalent. However, civil servants intending to occupy vacancies in the BAC for which Basque is required may have to achieve other lower or higher levels established by the administration and sit a specific examination.

legislation

Published regulations relating to schools subsidised by *HABE* cover the activity of euskaltegi schools in great detail, specifying academic (curriculum, types of course, staffing requirements), financial (conditions for obtaining subsidies, pricing limits) and administrative matters (statisticas and individualised information to be provided). For further information contact *HABE* directly.

language use

Almost all language schools offer Basque only and function in Basque, with the exception of education department-owned official language schools which usually function basically in Spanish and offer a number of languages.

statistics[4]

As many as 50.000 adults attend Basque language courses each year: depending on location they can choose between Department of Education run language schools (8 in the BAC; 2 in Navarre); publicly owned language schools (46 in the BAC; 4 in Navarre) or privately owned schools (95 in the BAC, at least a dozen in Navarre; many of these are coordinated by the privately owned organisations *AEK*, *IKA* or *Bertan*).

teaching/learning materials

A broad selection of learning materials (printed, audio and CD-rom) is now available, including teach yourself works through the medium of Spanish, French and English. *HABE* has a project to put learning materials on its website (www.habe.org)

other adult education

It is unusual to find other adult education courses being provided in Basque.

8 Educational research

Beyond the statistics provided by the departments of education of the BAC and Navarre, the modest amount of research carried out seems to have focussed on three issues:

- are the students learning Basque and Spanish to the required degree?
- does the medium of instruction affect academic achievement in other subjects?
- what effect does this bilingual educational system have on the early learning of a third language (almost invariably English)?

The first line of research has given us the *EIFE -Euskararen Irakaskuntza: Faktoreen Eragina-* and *HINE* studies. These suggest that students studying in Basque generally do so without loss of competence in Spanish. This line of research has since been discontinued. Interest has moved towards the second line, as some seek proof that Basque medium teaching is not an obstacle to a high level of achievement in other subjects, while their opponents seek to

prove the opposite. Several studies have been undertaken. The third line, best exemplified by the work of Cenoz, is closely related to the spread of English as an international language. On the whole remarkably little research has been carried out in view of the effort put into expanding the Basque language educational provision.

9 Prospects

After over twenty years of legally supported schooling in Basque, the Basque language education system may seem well-established: further expansion in relative terms seems likely in the short term. In the long term, however, insofar as expansion of the Basque language is for many linked to nationalist politics, and non-nationalists have become increasingly belligerant with regard to what they consider expansionist language policies, the slight but perceptible decline in nationalist strength could eventually lead to stagnation or some decline in the offer of Basque language teaching. And as demand for such teaching depends on parental choice, there is no guarantee that demand will continue to expand and never contract. Nevertheless, whatever the volume, the continuance of Basque subject and medium teaching seems assured for the foreseeable future.

There is scope to improve what the regional governments offer: in the BAC the education department has hardly attempted to introduce Basque medium teaching in secondary vocational training; a full Basque dimension to the curriculum has yet to be developed; the Basquisation of ancillary services has often lagged behind demand. Developing a quality provision in Basque to meet demand is an objective which has to compete alongside others within the education system. In Navarre, both the rhythm and volume of Basquisation are more modest.

Most children with Basque as mother tongue now complete their primary and compulsory secondary education in B and D Basque medium streams; a fair number also complete their non-compulsory secondary education in similar

streams; rather fewer carry out their studies in higher education in Basque, often only partially, and even fewer do vocational training in Basque. Children from non Basque speaking homes have joined them at all levels of education. Two questions must be asked: how far will this translate into increased use of the language and will these adults of the future transmit it in turn to their offspring? All these children have mother tongue or quasi-mother tongue competence in Spanish: particularly where Basque is not (co-)mother tongue, the maintenance of the language after schooling depends on the Basqueness of relationship networks and these, in many cases, are predominantly Spanish speaking. Basque is not required for most jobs. As for language transmission within the family, this seems assured where both parents are native speaking, but the percentage drops in mixed marriages. Nevertheless, the prospects for further improvement in transmission of the language are up beat, though some observers claim that the quality of command of the language among the younger generations is weakening and is increasingly being influenced by Spanish.

In terms of the human and financial resources involved Basque language planning has been directed above all at the educational sector and the achievements have been remarkable, though they have yet to be consolidated. Planners have only gradually begun to pay attention to the need for planning for other sectors, as they have come to realise that the school is a necessary but insufficient part of any successful RLS, *Reversing Language Shift*-programme.

10 Summary statistics

Administrative area	Model				
	A	B (BAC)	D (+ B Nav)	X + G	Total
BAC	120,358	66,860	128,727	2,662	318,607
Navarre	13,622	-	15,942	52,874	82,438
Spanish Basque Country	133,980	66,860	144,669	55,536	401,045

Table 5: primary and secondary students in the BAC and Navarre by language model

Within the area under discussion, then, nearly 53% of all school students study half or more of the curriculum through the medium of Basque. This is a remarkable achievement, especially when one considers that the percentage twenty five years ago was not even 10%.

Notes

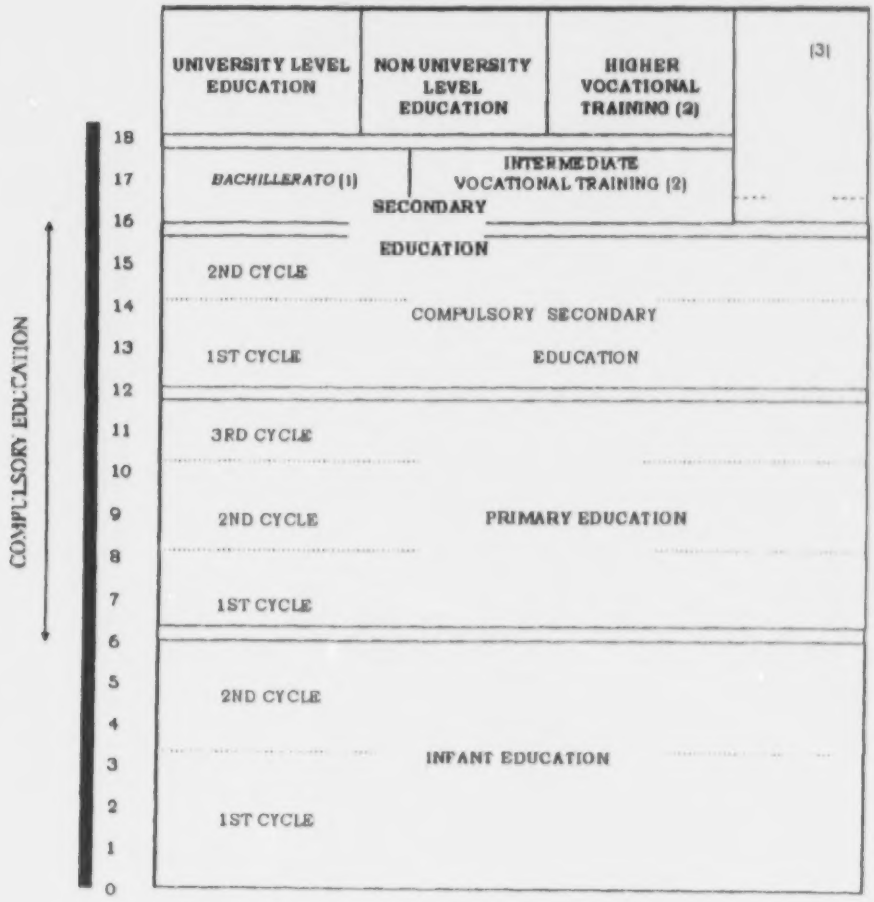
All educational statistics are provided by the relevant educational authority.

1. Source: European charter for regional or minority languages. Strasbourg: Council of Europe. November 1992. European Treaty Series/Série des traités européens 148.
2. This document called "*Structures of the education and initial training systems in the European Union*" has been prepared jointly by EURYDICE and CEDEFOP.

   Address: EURYDICE European Unit, Rue dÅrlon 15, 1050 Brussels, Belgium. Tel.: +32-2-238 3011; Fax. +32-2-2230 6562. Website: (also in French) http://www.eurydice.org.
3. Population data on the BAC from *EUSTAT* (see www.eustat.net) and on Navarre from the *Instituto Nacional de Estadística* (*INE*) (see www.ine.es).
4. An estimated 60,000 people have passed *EGA*, the prime examination of competence in the four skills in Basque, or a recognised equivalent. Over 3,000 people, mostly young adults, now pass the examination each year. Such examinations, however, are sat by only part of the Basque speaking population and thus do not measure the written competence of the whole population.
5. Data from *INE*.
6. Data for the BAC provided by *HABE* and the Department of Education, Universities and Research of the Basque Government and for Navarre by the Department of Education and Culture of the Government of Navarre.

Education system in Spain
(Eurydice,2000)

SPAIN (POST-REFORM)



1. *Bachillerato* comprises general education at upper secondary level providing access to higher education and to employment.
2. Intermediate and Higher Vocational Training comprises specific vocational training for employment. The diploma obtained at the end of Higher Vocational Training will also give direct access to certain related university courses.
3. These training courses can be entered at any age between 16 and 25. The occupational training programmes (*PPO*) last 800 hours, training in the workshop schools lasts 1 to 3 years, and in skilled craft centres 6 to 12 months.

..... = division in the level / type of education.

= alternative beginning or end of level / type of education

main official texts regulating teaching of Basque

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General site of the Mercator-project. It will lead you to the three specialized centres:

Mercator-Education

www.fa.knaw.nl/mercator
Homepage of Mercator-Education: European Network for regional or minority languages and education. The site contains the series of regional dossiers, a database with organisations and bibliography and links to minority languages.

Mercator-Media

www.aber.ac.uk/~merc/
Homepage of Mercator-Media. It offers background information, publications, an overview of languages and media, links to other sites, a database on minority languages and media, a bibliography of minority languages and an events diary of minority languages.

Mercator-Legislation

www.troc.es/clemen/mercator
Homepage of Mercator-Legislation. It describes the activities of the centre and provides information on minority languages and legislation.

European Union

http://europa.eu.int/comm/education/langmin.html
On the website of the European Union an explanation is given of its support for regional or minority languages.

Eurydice

www.eurydice.org
Eurydice is the information network on education in Europe. The site provides detailed and comparable information on all education systems and education policies in Europe through a community database, comparable studies and a European Education Thesaurus.

EBLUL

www.eblul.org
Homepage of the European Bureau for Lesser Used Languages. This site provides information on lesser used languages as well as on relevant structures, projects, publications and events. It also contains a database of publications about minority languages and links to a European network.

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